

Whole School Provision Mapping

2017-18

The information below outlines the practice and range of support offered (in each Year Group) across the school in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.

UNIVERSAL APPROACH

These are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice:

SEN SUPPORT

If your child requires support in addition to the Universal Approach they may also receive the support listed in this section.

Areas of Need:

Cognition and Learning

Communication and Interaction

Social, Emotional Difficulties

Sensory and/or Physical Needs

Year R

Cognition and Learning	
Universal Approach	SEN Support
<ul style="list-style-type: none">• High expectations of children and appropriate challenge for all• Clear learning objectives and differentiated outcomes, clear instructions• Clear verbal feedback given on learning• Carpet rules for listening and learning• Simply breakfast - providing free breakfast for all children• Time to talk things through with a Talk Partner before feeding back to class• Access to ICT including LearnPads to reduce barriers to learning• Writing frames or alternatives to written recording when writing is not the primary objective• Variety of teaching styles and approaches matched to the needs of individuals• Multisensory learning approach (visual, auditory and	<ul style="list-style-type: none">• 1:1 reading• Phonics: groups and 1:1• Writing interventions (name writing, handwriting, tricky words, sentence writing)• Number intervention groups• High frequency word recognition• In class support from TA• Additional guided reading• 1:1 work on individual children's targets on IEP• EAL intermediate group to develop literacy and maths skills

<p>kinaesthetic)</p> <ul style="list-style-type: none"> • Assessment for Learning principles in place • Use of online EYFS profile to record achievements of children and track progress. • Personalised and differentiated teaching, including questioning • TAs in class to support learning • Structured school and class routines • Regular, consistent and effective small group interventions delivered by TAs to build confidence and re-visit concepts and/or skills 	
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Communication and Interaction	
<p>Universal Approach</p>	<p>SEN Support</p>
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Modelling by class staff • Increased visual aids • Visual timetables • Structured school and class routines • Time to Talk daily during Fruit Time 	<ul style="list-style-type: none"> • Modelling by class staff • Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme • Language groups for targeted children (supported by A. Gowing) • Talking Partners Programme • Social Stories • Reward charts

	<ul style="list-style-type: none"> • Speech Links • Additional support for children with EAL beginners (A. Sayers) • EAL intermediate group (E. King)
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Social, Emotional Difficulties	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Whole school nurturing ethos • Whole school behaviour policy • Whole school use of PATHs • Circle Time • Class Reward Systems • Assemblies: Good Work Assembly weekly • Child of the week • Taking care of class pet 	<ul style="list-style-type: none"> • Social Skills small group work • Individual reward systems • Home - school records (daily) • Nurture intervention for up to 10 children in dedicated nurture room • Nurture transition support • Daily Behaviour Support Lunchtime provision (S. Masters) • Restorative Approaches used • Dance Therapy

Sensory and/or Physical Needs	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • 1:1 support when necessary during PE • Funky Fingers (whole-class sessions and table provision) • Use of large construction and bikes in the outdoor area to aid gross motor development 	<ul style="list-style-type: none"> • Gross Motor Skills group / Fine Motor Skills group / Scissor control groups • Health Care Plans • Individual support in class during PE and lunch time • Reasonable adjustments to environment to support access - working with OT/Physio when required • SEN PE session weekly provided by Premier Sport

Year 1

Cognition and Learning	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Clear learning objectives and differentiated outcomes, clear instructions • Clear feedback and next steps in their learning using whole school marking policy - children involved in the process and given time to respond • Behaviour for learning • Simply breakfast - providing free breakfast for all children • Time to talk things through with a Talk Partner before feeding back to class • Access to ICT including LearnPads to reduce barriers to learning • Writing frames or alternatives to written recording when writing is not the primary objective • Variety of teaching styles and approaches matched to the needs of individuals • Multisensory learning approach (visual, auditory and kinaesthetic) 	<ul style="list-style-type: none"> • Crickets Learning Support Unit - 5 mornings a week • 1:1 reading • Phonics (groups and 1:1) • Sound Discovery groups • Precision Teaching • Reading Catch Up 1:1 (Summer Term) • Writing interventions (name writing, handwriting, tricky words, sentence writing) • Maths Catch Up Groups • Support for word building and high frequency word recognition • In class support from TA (high level of support from teacher and TAs for LAP group) • Spelling practice groups • Additional individual reading • 1:1 work on individual children's targets on IEP • Numbers Count (small group work) and number interventions

<ul style="list-style-type: none"> • Barney Bones • Assessment for Learning principles in place • Personalised and differentiated teaching, including questioning • TAs in class to support learning • Structured school and class routines • Regular, consistent and effective small group interventions delivered by TAs to build confidence and re-visit concepts and/or skills 	
<p>Communication and Interaction</p>	
<p>Universal Approach</p>	<p>SEN Support</p>
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Modelling by class staff • Increased visual aids • Visual timetables • Structured school and class routines • Time to Talk 	<ul style="list-style-type: none"> • Modelling by class staff • Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme • Language groups for targeted children (supported by Outreach SALT specialist - Tracey Woods) • Talking Partners Programme (Autumn Term) • ICT - Clicker 7 • Social Stories • Reward charts • Attendance at Speech Referral Unit • Speech Link

Social, Emotional Difficulties	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Whole school nurturing ethos • Whole school behaviour policy • Whole school use of PATHs • Circle Time • Class Reward Systems • Assemblies: Good Work Assembly weekly 	<ul style="list-style-type: none"> • Social Skills small group work • Individual reward systems • Home - school records (daily) • Nurture intervention for up to 10 children in dedicated nurture room • Nurture Lunchtime provision & transition support • Lunchtime club (behaviour) • Restorative Approaches used • Dance Therapy / Art Therapy
Sensory and/or Physical Needs	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • 1:1 support when necessary during PE • Funky Fingers 	<ul style="list-style-type: none"> • Gross Motor Skills group / Fine Motor Skills group / Scissor control groups • Health Care Plans • Additional handwriting practice • Individual support in class during PE and lunch time • Reasonable adjustments to environment to support access - working with OT/Physio when required • SEN PE session weekly provided by Premier Sport

Year 2

Cognition and Learning	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Clear learning objectives and differentiated outcomes, clear instructions • Clear feedback and next steps in their learning using whole school marking policy - children involved in the process and given time to respond • Behaviour for learning • Simply breakfast - providing free breakfast for all children • Time to talk things through with a Talk Partner before feeding back to class • Access to ICT including LearnPads to reduce barriers to learning • Writing frames or alternatives to written recording when writing is not the primary objective • Variety of teaching styles and approaches matched to the needs of individuals • Multisensory learning approach (visual, auditory and kinaesthetic) • Assessment for Learning principles in place • Personalised and differentiated teaching, including 	<ul style="list-style-type: none"> • Crickets Learning Support Unit - 5 mornings a week • 1:1 reading • Phonics (groups) • Precision Teaching • Reading Catch Up 1:1 • Writing interventions (handwriting, tricky words, sentence writing) • Maths Catch Up Groups • Support for word building and high frequency word recognition • In class support from TA (high level of support from teacher and TAs for LAP group) • Differentiated spelling groups. • Additional individual reading • 1:1 work on individual children's targets on IEP • Numbers Count (small group work)

<p>questioning</p> <ul style="list-style-type: none"> • TAs in class to support learning • Structured school and class routines <p>Regular, consistent and effective small group interventions delivered by TAs to build confidence and re-visit concepts and/or skills</p>	
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Communication and Interaction	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Modelling by class staff • Increased visual aids • Visual timetables • Structured school and class routines • Time to Talk (talking partners) 	<ul style="list-style-type: none"> • Modelling by class staff • Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme • EAL language group. • ICT - Clicker 7 • Social Stories • Reward charts • Attendance at Speech Referral Unit • Speech Link • Mighty Writer. • Lego Therapy

Social, Emotional Difficulties	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Whole school nurturing ethos • Whole school behaviour policy • Whole school use of PATHs • Circle Time • Class Reward Systems • Assemblies: Good Work Assembly weekly 	<ul style="list-style-type: none"> • Individual reward systems • Home - school records (daily) • Nurture intervention for up to 10 children in dedicated nurture room • Nurture transition support • Nurture Lunchtime provision • Lunchtime club (behaviour) • Restorative Approaches used • Dance Therapy / Art Therapy

Sensory and/or Physical Needs	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • 1:1 support when necessary during PE 	<ul style="list-style-type: none"> • Gross Motor Skills group / Fine Motor Skills group / Scissor control groups • Health Care Plans • Additional handwriting practice • Individual support in class during PE and lunch time • Reasonable adjustments to environment to support access - working with OT/Physio when required • SEN PE session weekly provided by Premier Sport • Coloured books and paper if required • Positioning children in class for access to board. • Pencil grips and other appropriate aids.

Year 3

Cognition and Learning	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Clear learning objectives and differentiated outcomes, clear instructions • Clear feedback and next steps in their learning using whole school marking policy - children involved in the process and given time to respond • Behaviour for learning • Simply breakfast - providing free breakfast for all children • Time to talk things through with a Talk Partner before feeding back to class • Access to ICT including LearnPads to reduce barriers to learning • Writing frames or alternatives to written recording when writing is not the primary objective • Variety of teaching styles and approaches matched to the needs of individuals • Multisensory learning approach (visual, auditory and kinaesthetic) • Assessment for Learning principles in place • Personalised and differentiated teaching, including 	<ul style="list-style-type: none"> • Rockets Learning Support Unit - intervention 5 mornings a week • 1:1 reading/phonics • Phonics (specific children attend Rockets) • Precision Teaching • Reading Catch Up 1:1 • Writing interventions (handwriting, tricky words, sentence writing and spelling) • Maths Catch Up Groups • Support for word building and high frequency word recognition • In class support from TA (appropriate level of support from teacher and TAs for LAP group) • 1:1 support from SEN TA with specific IEP targets • Sound Discovery for Rockets Children

questioning <ul style="list-style-type: none"> • TAs in class to support learning • Structured school and class routines 	
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Communication and Interaction	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Modelling by class staff • Increased visual aids • Visual timetables • Structured school and class routines • Talking groups for learning 	<ul style="list-style-type: none"> • Modelling by class staff • Rockets Intervention 4.5 mornings • Speech and Language support; 1:1 TA delivering speech therapist devised support programme • Language Groups x 2 a week • Lego therapy

Social, Emotional Difficulties	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Whole school nurturing ethos • Whole school behaviour policy • Whole school use of PATHs • Class Reward Systems • Assemblies: Good Work Assembly weekly 	<ul style="list-style-type: none"> • Individual reward systems • Home - school records (daily) • Lunchtime club (behaviour) • Restorative Approaches used • Dance Therapy • Art Therapy • Stars Nurture Support (2 afternoons every week)

Sensory and/or Physical Needs	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • 1:1 support when necessary during PE 	<ul style="list-style-type: none"> • Health Care Plans • Additional handwriting practice • Individual support in class during PE and lunch time • Reasonable adjustments to environment to support access - working with OT/Physio when required • Coloured books and paper if required • Positioning children in class for access to board.

Year 4

Cognition and Learning	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Clear learning objectives and differentiated outcomes, clear instructions • Clear feedback and next steps in their learning using whole school marking policy - children involved in the process and given time to respond • Behaviour for learning • Simply breakfast - providing free breakfast for all children • Time to talk things through with a Talk Partner before feeding back to class • Access to ICT Laptops to reduce barriers to learning • Writing frames or alternatives to written recording when writing is not the primary objective • Variety of teaching styles and approaches matched to the needs of individuals • Multisensory learning approach (visual, auditory and kinaesthetic) • Assessment for Learning principles in place • Personalised and differentiated teaching, including questioning • TAs in class to support learning • Structured school and class routines 	<ul style="list-style-type: none"> • Rockets Learning Support Unit - 5 mornings a week • 1:1 reading/phonics • Phonics (specific children attend Rockets) • Precision Teaching • Reading Catch Up 1:1 • Writing interventions (handwriting, tricky words, sentence writing and spelling) • Maths Catch Up Groups • Support for word building and high frequency word recognition • In class support from TA (appropriate level of support from teacher and TAs for LAP group) • Differentiated spelling groups. • Additional individual reading • 1:1 work on individual children's targets on IEP

Regular, consistent and effective small group interventions delivered by TAs to build confidence and re-visit concepts and/or skills	
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Communication and Interaction	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Modelling by class staff • Increased visual aids • Visual timetables • Structured school and class routines • Time to Talk (talking partners) 	<ul style="list-style-type: none"> • Modelling by class staff • Speech and Language support; 1:1 TA delivering speech therapist devised support programme • EAL language group. Needed to be introduced as a specific group as well as speech and language group to cover specific EAL needs. • ICT - Clicker 7 • Reward charts • Art therapy.

Social, Emotional Difficulties	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Whole school nurturing ethos • Whole school behaviour policy • Whole school use of PATHS • Circle Time 	<ul style="list-style-type: none"> • Individual reward systems • Home - school records (daily) • Lunchtime club (behaviour)

<ul style="list-style-type: none"> • Class Reward Systems • Assemblies: Good Work Assembly weekly 	<ul style="list-style-type: none"> • Restorative Approaches used • Dance Therapy • Art Therapy
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Sensory and/or Physical Needs	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • 1:1 support when necessary during PE • Upper KS 2 seating arrangements in assembly to be implemented (benches) 	<ul style="list-style-type: none"> • Individual gross and fine motor skills group • Health Care Plans • Additional handwriting practice • Individual support in class during PE • Reasonable adjustments to environment to support access - working with OT/Physio when required • Coloured books and paper if required • Positioning children in class for access to board. • Pencil grips and other appropriate aids.

Year 5

Cognition and Learning	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Clear learning objectives and differentiated outcomes, clear instructions • Clear feedback and next steps in their learning using whole school marking policy - children involved in the process and given time to respond • Behaviour for learning • Simply breakfast - providing free breakfast for all children • Time to talk things through with a Talk Partner before feeding back to class • Access to ICT Laptops to reduce barriers to learning • Writing frames or alternatives to written recording when writing is not the primary objective • Variety of teaching styles and approaches matched to the needs of individuals • Multisensory learning approach (visual, auditory and kinaesthetic) • Assessment for Learning principles in place • Personalised and differentiated teaching, including questioning • TAs in class to support learning • Structured school and class routines 	<ul style="list-style-type: none"> • 1:1 reading/phonics • SPAG • Precision Teaching • Reading Catch Up 1:1 • Writing interventions (handwriting, tricky words, sentence writing and spelling) • Maths Catch Up Groups • Support for word building and high frequency word recognition • In class support from TA (appropriate level of support from teacher and TAs for LAP group) • Differentiated spelling groups. • Additional individual reading • 1:1 work on individual children's targets on IEP • Identified children to receive small group Maths teaching

Regular, consistent and effective small group interventions delivered by TAs to build confidence and re-visit concepts and/or skills	
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Communication and Interaction	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Modelling by class staff • Increased visual aids • Visual timetables • Structured school and class routines • Time to Talk (talking partners) 	<ul style="list-style-type: none"> • Modelling by class staff • Speech and Language support; 1:1 TA delivering speech therapist devised support programme • EAL language group. Needed to be introduced as a specific group as well as speech and language group to cover specific EAL needs. • ICT - Clicker 7 • Reward charts • Art therapy.

Social, Emotional Difficulties	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Whole school nurturing ethos • Whole school behaviour policy • Whole school use of PATHs • Circle Time 	<ul style="list-style-type: none"> • Individual reward systems • Home - school records (daily) • Lunchtime club (behaviour)

<ul style="list-style-type: none"> • Class Reward Systems • Assemblies: Good Work Assembly weekly 	<ul style="list-style-type: none"> • Restorative Approaches used • Dance Therapy • Art Therapy
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Sensory and/or Physical Needs	
Universal Approach	SEN Support
<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • 1:1 support when necessary during PE • Upper KS 2 seating arrangements in assembly to be implemented (benches) 	<ul style="list-style-type: none"> • Individual gross and fine motor skills group • Health Care Plans • Additional handwriting practice • Individual support in class during PE • Reasonable adjustments to environment to support access - working with OT/Physio when required • Coloured books and paper if required • Positioning children in class for access to board. • Pencil grips and other appropriate aids.